

Public Health - DO/MPH

dual degree program guide



A.T. STILL UNIVERSITY
SCHOOL OF HEALTH MANAGEMENT

ATSU

Table of Contents

- From the Chair2
- A.T. Still University3
- School of Health Management3
- Curriculum.3
- Requirements for Admission.3
- Program Statistics4
- Application Information4
- Tuition and Expenses4
- Financial Assistance4
- Accreditation4
- Course Descriptions5
- Program Electives7
- Administration10

ATSU Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

Public Health Program Mission Statement

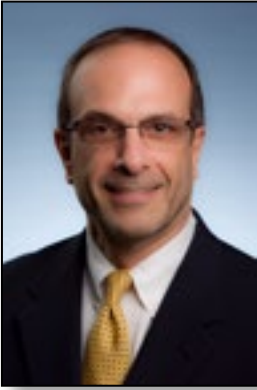
To prepare public health professionals for leadership in advancing public health, promoting individual and community health and well-being, and addressing health disparities locally, nationally, and globally.

The MPH program has adopted the values of SHM, which are reflected in all its programs.

- Students – Our primary commitment is to enhance the intellectual, personal, and professional growth of our students. This is accomplished by providing a challenging curriculum, a highly qualified faculty, and strong academic support. We also are committed to providing online education that is flexible, on-demand, innovative, and utilizes sound education technologies and techniques.
- Faculty – Our commitment is to support faculty by providing them with institutional resources to effectively deliver education through ongoing faculty development.
- Program staff – Our commitment is to invest in staff in order to be successful in our mission. This investment, through training and employee involvement, is aimed toward preparing staff to support the educational challenges of our students and faculty for SHM's long-term viability.
- Excellence – Excellence is the standard for all that we do and is achieved by serving our students and faculty with programming and services that are reliable, of quality, and efficient. We are committed to continuously seek and implement new teaching methods and technologies, as well as maintain applicable school accreditation.
- Integrity – Integrity is the cornerstone of who we are. We will provide education with the highest ethical and legal standards, conducting ourselves with honesty, fairness, and sincerity in all our activities.

The MPH program has six goals it strives to meet:

1. Recruit and retain qualified, diverse, and committed students.
2. Provide a challenging learning environment that facilitates scholarship.
3. Provide instruction responsive to the needs of the public health workforce.
4. Provide a quality faculty and staff committed to life-long learning.
5. Conduct scholarly research that advances interdisciplinary public health.
6. Plan, develop, implement, and evaluate programs designed to meet community needs.



From the Chair

Thank you for considering SHM's MPH program. Our courses use real-life examples and contemporary literature to truly immerse you in public health. Whether you work in a community health center, health department, educational facility or non-profit organization, you will learn practical knowledge that can be of value to your work place as well as your career. The skills you learn can be applied now to help you make a better tomorrow for the community in which you live.

In our program, you will complete the entire curriculum from your hometown – no traveling at any time during your coursework; all courses are online, enabling you to balance your professional and personal life with your education. Join us as you learn current public health concepts and issues for an institution with a 119-year history of whole-person health care.

Don Altman, DDS, DHSc, MPH, MBA, MA
Professor and Department Chair, Public Health

A.T. Still University

Established in 1892 by the founder of osteopathy, A.T. Still, MD, DO, ATSU began as the nation's first college of osteopathic medicine and has evolved into a leading university of health sciences. Today, ATSU is comprised of six schools: Kirksville College of Osteopathic Medicine, School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health, School of Health Management, and Missouri School of Dentistry & Oral Health.

ATSU offers more than 20 master's degrees across allied healthcare disciplines; doctorates in health education, physical therapy, health sciences, and audiology; the doctor of dental medicine (DMD); and the doctor of osteopathic medicine (DO).

School of Health Management

The School of Health Management offers master's degrees in health administration and public health; and a doctoral degree in health education. SHM educates and prepares current and future professionals for management positions in a variety of healthcare settings via comprehensive online programs.

Curriculum

SHM's online master's degree in public health prepares students for leadership in the field of public health. This online, 64-credit-hour program, in conjunction with SOMA's innovative DO curriculum meets the needs of busy osteopathic medical students wishing to expand their education beyond patient care (12-16 credit hours from the SOMA curriculum counts toward the 64 credit hours). This program integrates web-based instruction, directed readings, email, and chat room interactions among students and faculty. It also includes a culminating supervised practicum project in a public health setting emphasizing evaluation and service delivery planning or operations, resolving a management problem, or evaluating a program component. The School uses mission-driven, context-based curriculum design and assesses student learning through authentic assessments.

Requirements for Admission

1. Admission into ATSU-SOMA's DO program
2. Completed admissions application
3. Test of English as a Foreign Language (TOEFL) for applicants when English is not their first language. The Computer Based Test (CBT), Internet Based Test (iBT), or the Paper Based Test (PBT) are accepted. The following are the minimum required score based on test type:
 - CBT - minimum total score of 213
›Min. 22/Reading Skills section | ›Min. 26/Writing Skills section
 - iBT - minimum total score of 80
›Min. 22/Reading Skills section | ›Min. 24/Writing Skills section
 - PBT - minimum total score of 550
›Min. 57/Reading Skills section | ›Min. 61/Writing Skills section
4. Applicants are selected by an admission committee

Program Statistics

Classroom Size	15
Average Student Age	38
Cumulative Graduate GPA.....	3.75
Length of Program	64 credit hours with 12-16 credit hours coming from the SOMA curriculum

Application Information

Applications are available online at www.atsu.edu, or you may contact an online enrollment counselor at 877.626.5577 or shmonlineadmissions@atsu.edu.

Tuition and Expenses

Tuition	\$350 per credit hour*
Activity fee	\$150 per quarter*
Application fee	\$70, non-refundable*
	(not covered by financial aid)

Tuition rates include a 20% dual degree student discount per University policy. SHM tuition rates are competitive.

Tuition is to be paid in full on or before the first day of classes. Students are responsible for the purchase of their classroom materials, Internet Service fees, and computer hardware and software fees. Contact your admissions representative at 877.626.5577 or shmonlineadmissions@atsu.edu for more information.

*All fees are subject to change.

Financial Assistance

Federal Financial Aid is available to students who qualify. Scholarship and financial assistance opportunities are listed on the SHM web page at www.atsu.edu. Veterans Administration(VA) benefits may also be used.

Accreditation

A.T. Still University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 230 South LaSalle St., Suite 7-500, Chicago, IL 60602, phone 800.621.7440.

Master of Public Health Curriculum (DO/MPH)

Online Learning

**Courses are completed within the SOMA DO curriculum. If a student leaves the DO/MPH program and wishes to complete their MPH, they may be required to complete additional courses in accordance with the non-dual degree curriculum.*

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours unless otherwise stated. Courses are presented in order of a typical student Academic Degree Plan.

Introduction to Public Health Concepts: This course is a comprehensive introduction to public health within the context of the U.S. healthcare system. Contents include the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, the role and mission of public health organizations, and an overview of current public health concepts, models, and policy.

Public Health Policy and Politics: This course discusses the structure of the political process in health policy making. It covers the political roles of selected health professionals and the legislative, executive, and judicial branches of government in health policy. This course provides practical mechanisms to intervene on behalf of programs or institutions.

Fundamentals of Research in Public Health: Life-long learning is an integral skill in the healthcare industry. The ability to become a life-long learner depends on sustainable assessment skills. In this course we will focus on developing and enhancing your skills related to search strategies, problem statements, literature reviews, and proposal preparation.

Public Health Systems Policy and Management: This is a survey course providing an overview of the policy process as applied to health. Similarly, it provides introductory content dealing with how public health and other health organizations are organized and managed.

Community Health Informatics: The course will introduce students to the field of health informatics and its application to public health. Students will learn fundamental principles of computer science and computer information technology. They will apply these principles to understanding proper use of healthcare data and its inherent pitfalls concerning privacy, security, ethics, and data interoperability. The course will also provide an overview of the use of networking technology in the collection and distribution of health information, with emphasis on electronic and personal health records. Focus will be given to clinical application of informatics tools in evidence-based medicine, epidemiology, bioinformatics, imaging, and research. Students will also utilize publicly available information systems, such as national vital statistics, pertaining to morbidity data and environmental public health.

Environmental Health Sciences: This course provides an introduction to ecology and ecological principles and how human population pressures affect them. Man's impact on biotic and abiotic components of the earth is examined as well as environmental factors affecting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors and their impact on various ecosystem components and man.

Public Health Practicum: This course requires completion of a project in an approved supervised public health setting emphasizing evaluation and service delivery, planning, or operations resolving a management problem or evaluating a program component. This eight-quarter credit hour practicum requires 240 contact hours in a supervised public health environment. (8 credit hours)

Identifying Community Health Needs: This course focuses on the community health needs assessment process. Students will learn the various methods and tools currently used to identify the health status indicators and available assets to be used to respond to important health problems and risks at the community level. As part of this course, students will have hands-on experience collecting primary and secondary data, and then analyzing and evaluating it.

Community Health Improvement Planning: This course will focus on evidence-based decision making in health improvement planning. The Guide to Community Preventive Services and the Community Health Resources database will be integral to the course. Students will learn how to identify the current health policies and systems in place in the community; how to develop a community action plan to improve the policies and environment to form safe and healthy communities; and how to identify and involve stakeholders in the process.

Health Education Concepts: Social and epidemiological basis of health education overviews are provided. Tools are developed for assessment of community, institutional, and individual educational needs. Planning, implementation, and evaluation of health education programs designed to develop and reinforce positive health promotion and prevention practices are explored.

Epidemiology: This course is offered as part of the SOMA DO curriculum.

Biostatistics: This course is offered as part of the SOMA DO curriculum.

Public Health Biology: This course explains the role of biology in the ecological model of population-based health. This course integrates general biological and molecular concepts into public health and looks at how biological, chemical, and physical agents affect human health. This course is mapped by competency through courses taken within the SOMA curriculum.

Program Electives

A.T. Still University's School of Health Management requires students to complete their program of study by selecting two elective courses that are of interest to them or meet their career needs. Electives are grouped by areas of focus. Students may choose to take both elective courses from the same focus grouping or may choose to further customize their learning experience by selecting courses from varying focus groups. All electives are four credit hours.

**SOMA students may be able to use one SOMA elective toward the MPH degree. This option is at the discretion of the MPH program chair and must clearly align with public health principles.*

Health Program Planning

Evaluation of Community Health Services: Evaluation of health promotion programs in a variety of settings serve as a guide for the development and evaluation of health promotion programs that give students an opportunity for practical application in their work environment. Analysis and evaluation of a health program and its success after implementation are the focus of this course.

Health Services in the US: A Lifespan Approach: This course provides a comprehensive introduction to the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. This course includes the mission of public health, models of health promotion and disease prevention, and determinants of health and health services utilization. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system are described. Issues of competition, regulation, technology, access, quality, primary care, long-term care, mental health, and bioethics are discussed.

Health Policy

Public Health Finance and Policy: This course is an application of policy analysis to the financing of public health in the United States. It examines healthcare from a public policy perspective to understand the underlying social and economic issues that frame the political finance debates.

International Health Policy: This course provides an overview of international public health issues with an emphasis on economically less developed countries in the areas of diseases, programs, health systems, and health policies and the various approaches nations adopt to deal with them. It explores the public health problems facing low- and middle-income countries today and identifies their three greatest global challenges: reproductive health, infectious disease, and nutrition.

Public Health History: This course examines the health of human populations from a historical perspective and will investigate the science of improving human health. Case studies are provided that will focus on the roots of contemporary public health knowledge and health policy. Topics include responses to epidemics, racial and economic disparities in healthcare services, the development of policy infrastructures, and global health.

Geriatric Health

Community Based Healthcare: The development and maintenance of a community-based healthcare model are the focus of this course. Administering programs to sustain and promote a state of healthy well-being in the community and activate community resources are discussed as well as the impact of emerging models of community based healthcare programs.

Cultural Change in Geriatrics: Cultural changes have affected the perceptions of aging and its impact on intergenerational relationships. This course examines the impact those cultural changes may have on the future direction of the healthcare industry.

Death and Dying, Life and Living: Learners review death, dying, and bereavement. During the exploration of these topics, this course also covers the developmental perspective, legal and moral issues, and current events.

Leadership Development and the Role of Coaching

An Introduction to Professional Coaching: Skills, Knowledge, and

Ethics for Leaders: Students learn what coaching is and is not, the construct of an effective coaching alliance, the use of intuition, listening, and powerful inquiry in moving through resistance to engendering goal attainment and accountability. Students will also understand the ethics of coaching. In addition to traditional discussion forums and papers, coaching practice as part of exercises is expected, and a live oral coaching experience with the instructor is required. The objective is for students to have coach-like skills to use in leadership and management situations to improve collaboration, connection, and community within or outside a public health organization.

Leadership, Coaching, and Interpersonal Communication Skills: This course provides the student with an understanding of personal behavioral and communication styles and how to apply the principles of leadership and management coaching in a public health organization. The skills learned will improve active listening and dialogue that is effective in any situation. Students are provided the opportunity to review real-life coaching situations in leadership, develop a life purpose journal, and their own coaching journal.

Global Health

Global Health Issues: Global healthcare is an emerging priority for organizations and governments worldwide because of the impact on international economic stability. Technology, research, and the advancement of healthcare interventions have produced improvements in health outcomes for many. Unfortunately, these advancements have also led to inequalities in health status within and between countries. The world is faced with new challenges such as the potential for pandemics, an aging population, a diminishing healthcare workforce, and the stresses of determining resource allocation. This course explores the many facets of global health to expose the student to the complexity of the concepts that impact healthcare in developing and developed countries.

Human Resources

Human Resource Management: This course provides an overview of human resource management practices in healthcare organizations. The critical role that leaders play in the hiring, supervision, motivation, evaluation, and overall management of staff members within their organizations is the focus of this course. Students are introduced to the functions of the human resource department while more in-depth emphasis is placed on understanding how managers in general can foster creative problem solving, collaboration, conflict resolution, empowerment, and teamwork, while maintaining a fair and productive working environment.

Community Health

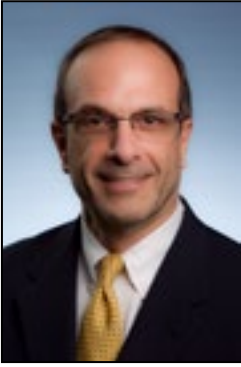
Community Health and Social Media: In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

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Global Health Ethics: This course provides an introduction to the principles and theory of ethics as applied to global health and healthcare, as well as how culture may influence ethical decision-making. The course explores many prominent global health issues and demonstrates how greater knowledge and understanding of global ethics is vital to effective and sound decision-making.

Global Health and Politics: This course introduces the student to issues associated with politics that affect human lives globally. This course emphasizes the political-economic, cultural, institutional, technological, and ecological implications on the health of populations around the world. Students evaluate the impact and importance of local politics on the global health scene.

Administration



Don Altman, DDS, DHSc, MPH, MBA, MA
Dean, School of Health Management
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Don Altman, DDS, DHSc, MPH, MBA, MA holds a dental degree as well as master's degrees in public health, business administration, and bioethics. He also has a doctorate in Health Sciences. He is a diplomat of the American Board of Dental Public Health and has worked in the dental public health field for more than 29 years.

Dr. Altman has taught dentists and dental hygienists in the classroom for many years and has been teaching online since 2006. He has taken a general MPH curriculum and devel-

oped a program for individuals interested in dental public health. Dr. Altman is not only the Chair, Department of Public Health and program chair for the dental MPH program, but is also an associate professor and Director of Public Health and Research at ATSU's Arizona School of Dentistry & Oral Health.

He previously worked for local and state governments as well as private industry. His areas of interest include professionalism and ethics, community-based dental programs, leadership for the dental professional, and quality assurance.



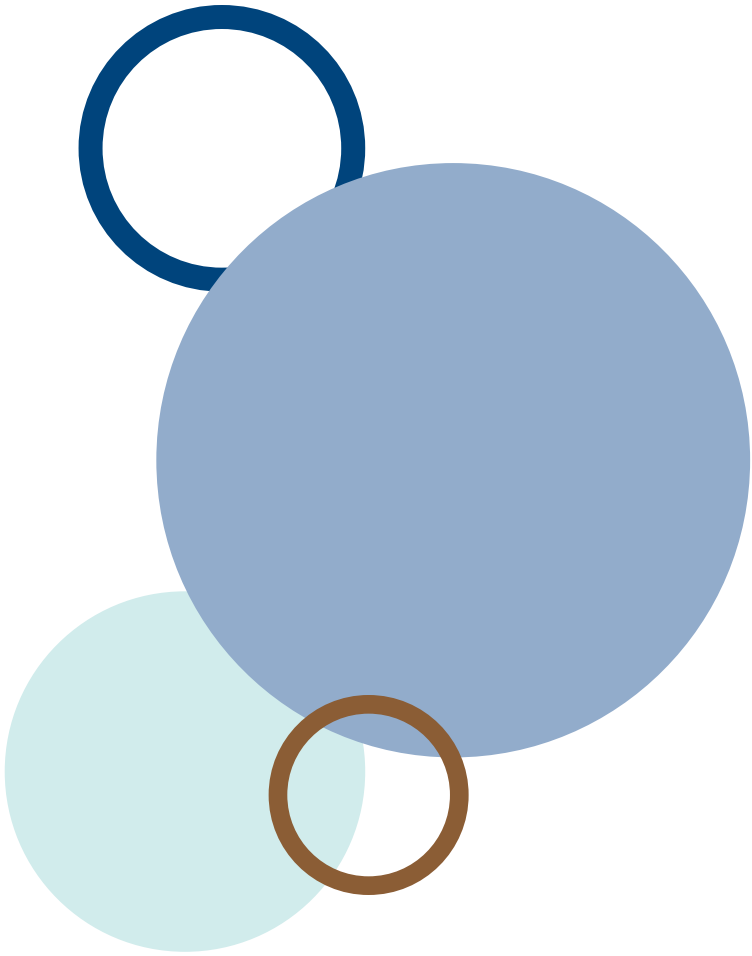
Katherine M. Adler, DHA, FACHE
Associate Professor
Associate Dean of Academic Success and Assessment
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Katherine Adler is the Associate Dean for Assessment and Student Success at the School of Health Management. She began teaching for SHM in 2006, became the program chair for Health Administration in 2009, program chair for Public Health in 2010, and became Associate Dean in 2012.

Doctor Adler holds a Doctorate in Healthcare Administration and Leadership from the Medical University of South Carolina. She has over 25 years of varied experience in the

not-for-profit health care industry, spending the bulk of her career working at safety-net hospitals in urban Detroit.

During her tenure in administrative roles, Dr. Adler worked closely with physicians in medicine and surgery, having direct oversight over those departments and subspecialties, and gained extensive knowledge in public health, epidemiology, social and behavioral sciences and environmental health sciences. Through her formal training and work, Dr. Adler has a strong background in health services administration as well as public health. She is a patient advocate, understands the plight of the underserved and underinsured and has worked to incorporate patient centered care into the curriculum with the understanding that prevention and whole person care are the key to a healthy community and society.



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